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| ***Lesson Plan #5***  ***Teacher*: Danielle Degelman**  ***Grade*: 5**  ***Topic*: Creating an Imaginary Country** |
| ***Step 1—Learning Goals*** |
| ***Big Picture Connection*:**  This lesson will allow students to apply their knowledge of physical maps and landforms to an imaginary country they will create on their own. The “dynamic relationships” goal, as outlined in the *Saskatchewan Curriculum: Social Studies* (2009), will be incorporated into this lesson, as students will have the opportunity to ask themselves if they would ever want to live in their created country. |
| ***Curriculum Learning Outcomes*:**  Students will:   1. Distinguish between physical and political maps and investigate the application of mapping and data management (geographic information system) technology. 🡪indicator a) from DR5.1 of “Grade 5 Social Studies Outcomes and Indicators” 2. Outline the predominant physical features of the regions of Canada (e.g. vegetation zones, resources, bodies of water, and principal landforms), including the Western Cordilleran, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian and Arctic/Innuitian regions. 🡪indicator c) from DR 5.1 of “Grade 5 Social Studies Outcomes and Indicators” 3. Understand that they can get ideas from such sources as memory, research, observation, feelings, or imagination. 🡪indicator from “Arts Education: A Curriculum Guide for the Elementary Level (2006)” 4. Provide examples of large numbers used in print and explain the meaning of the numbers in the context used. 🡪indicator g) from N5.1 of “Mathematics 5 Outcomes, Indicators, & Support Materials” |
| ***Multiple Perspectives*:**  Multiple perspectives will be incorporated into this lesson, since I will encourage students to apply components from their own cultures to the countries they create. For example, students can use the names of family members, cultural traditions, and foods to the names of countries, cities, and towns. As students work with another, they will come to appreciate the unique names and physical features that their peers incorporate into their work. |
| ***Adaptive Dimension:***  This lesson will allow students to use their creative instincts as they design their own countries. However, it will be important that I break the activity down into manageable steps. The five steps—“outline country”, “name country, cities, and towns”, “colour land elevation”, “add other landforms”, and “create legend”—will ensure that the activity is realistic and achievable for students. As students work, I will circulate around the classroom and offer assistance as need be. For example, students of the interpersonal intelligence may want to explain their ideas to me *before* they put pencil to paper. Moreover, visual learners may want to have a look at my sample country at the front of the classroom. |
| ***Interdisciplinary Connections*:**  This lesson incorporates Grade 5 arts education, as students will use different colours to illustrate the elevations of land. I will also ask students to include *at least three* other physical landforms in their country (e.g. mountains, lakes, rivers, vegetation, etc.). Students’ ideas and designs may be a product of their own feelings, imaginations, observations, or connections to previous social studies lessons.  Students will be required to create a legend that depicts the elevation of land. By re-examining the physical map given during the third lesson and/or comparing the legends from reviewed atlases and books, students will devise a progression of numbers as the relief changes. |
| ***Step 2—Learning Plan*** |
| ***Set*** (10-15 min.):  I will ask students to form a large circle in the middle of the classroom or hallway. I will describe the rainstick that I am holding, and explain that the bearer of the rainstick is the only one allowed to speak. I will ask students to pass the rainstick to their right. When a student receives the rainstick, he or she is to explain something learned from the Google Earth activity or from the physical maps that were analyzed in class. I will comment on students’ answers and address any common themes that may arise. I will write these common themes on the chalkboard. (Examples of common themes may include characteristics of Canadian regions, landforms shown on Google Earth, colours used on physical maps, or the importance of legends for physical maps.)  When every student has had an opportunity to share a response, I will re-direct students to their desks. I will ask them, “How may we use this new knowledge to create an imaginary country of our own?”. I will post pre-made headings—**“outline country”, “name country, cities, and towns”, “colour land elevation”, “add other landforms”, and “create legend”**—on the chalkboard with sticky tack if students mention them. If students are having difficulty coming up with such answers, I will offer useful prompts and pose other questions that will set them in the right direction. |
| ***Development*** (40-50 min.):  When all five headings are displayed on the chalkboard (and ordered appropriately), I will explain that students will use these steps as they create imaginary countries of their own! (Even though students will be following a set of steps that I recommend, each step will allow them to make personal and authentic decisions in their design.) Before students begin working, I will ask them, “Which step would you like to learn more about?”. Students will be invited to ask questions pertaining to certain steps in the process. As I address each question, I will direct their attention to a sample country that I created. It is suspected that students might ask certain questions such as, “Why did you colour your country like that?”, “Why did you use those numbers in your legend?”, and “Why did you place cities the way you did?”.  It will be important that I provide students with a few reminders before they get started. For example, the names of cities in my example country reflect the names that originate from my Italian culture (e.g. “Roma”, “Gelato”, and “Vivaldi”). I will invite students to apply components of their own cultures to the countries they create. If students are not familiar with their cultural background, they may want to incorporate personal interests or “favourite things”into the names of their countries, cities, and towns (e.g. “Soccer City”, “Country of Green”, and “Video Game Haven”. I will ask that students name *at least ten cities or towns* in their countries.  I will then ask students to illustrate *at least three* physical landforms along the outline of their country. (Students can refer back to characteristics found on Google Earth for ideas.) I will then direct students to a table of atlases that they may want to utilize during the work period. Here, students can compare the numbers used in different legends, so that they can create *one* “Elevation Legend” of their own. Other Canadian books may assist students with legends and mapping.  I will pass out a rubric that outlines all expectations and reminders discussed earlier. (As students work, they can refer to this rubric for more clarification as need be.) I will also distribute large, white sheets of paper to students, and list any materials that students will need. Students will have the remaining twenty-five to thirty minutes to work on their countries. I will circulate around the classroom and offer guidance to students as required. |
| ***Closure*** (5-10 min.):  When there are about five to ten minutes remaining in the lesson, I will ask students to share some of their countries with the rest of the class. (Of course, I will not expect students to be finished.) For example, students may be excited to share some of their city or town names; high and low elevations that they will soon illustrate; or trees, rivers, and lakes that are already included. After a few students have shared their ideas, I will ask students, “Would you like to live in the country you are creating? Why or why not?”. Also, “Which Canadian region do the characteristics of your country reflect?”. Students will share their answers with a partner, and write the reflected region at the top of their page.  I will encourage students to ask any more questions that they may have about the activity, and direct their attention to the rubric for important information. Since I do not expect students to finish their countries that day, a due date will be assigned with the students. (Countries will need to be completed before Lesson Plan #7, as these will be used to study population.) |
| ***Reflection on and Assessment of Learning*:**  *For Learning*:  Before students create their country, they will be required to share something that they learned from the Google Earth activity or from the physical maps that were analyzed in class. Since students will apply physical features and landforms to their countries, it will be important that I make an observation about students’ reactions and responses. From observing the students during the “circle activity”, I will be collecting criteria to ensure that students have met indicator a) of DR5.1. Criteria will include:   * students can describe the characteristics displayed on physical maps * students can depict various physical landforms (displayed on physical maps or from Google Earth) * students can demonstrate an appreciation for the GIS technology from Google Earth   If I find that students do not have an accurate understanding of physical maps and landforms, I may have to review this information before students create countries on their own. On the other hand, if it seems that students have an extensive understanding of physical maps and landforms, I may decide to adapt the major activity so students are challenged. For example, I could ask students to also illustrate the depth of oceans and lakes.  *As Learning:*  As students are working on their countries, I will use a checklist to ensure that they are meeting the arts education indicator as noted above. Students will reach this indicator if:   * students’ colours for land elevations are connected to the colours displayed on physical maps * students include ten city or town names that are invented by the students themselves * students include physical landforms that show a connection to the Google Earth activity   Since students may not get the chance to work on *all* arts education criteria in class, these indicators will be examined when all countries are turned in to me. (Criteria included in this checklist will also be on the rubric that I have distributed to students.)  *Of Learning:*  I will use the distributed rubric to assess whether or not students have met indicator c) of DR 5.1. Criteria will include:   * students have included at least three physical landforms along the outline of their country * students have applied their physical landforms to one of the Canadian regions   Finally, I will use the rubric to assess whether or not students have met the mathematics indicator as noted above. Criteria will include:   * students have provided an appropriate range in their “Elevation Legend” * students’ numbers in the legend are realistic |
| ***Resources and Materials:***   1. rainstick that only the “speaker” holds 2. atlases and books that will be displayed on the table 3. pre-made, coloured headings that read “outline country”, “name country, cities, and towns”, “colour land elevation”, “add other landforms”, and “create legend” 4. sample country that I have created 5. sticky tack 6. chalk 7. large, white sheets of paper 8. pencils 9. erasers 10. pencil crayons 11. ruler |